



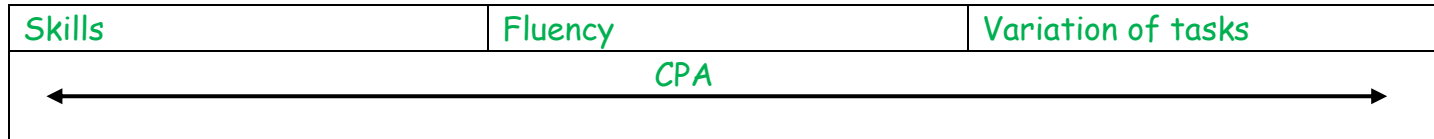


## Mathematics Federation Principals

<p>1. Ensure that flexible teaching builds on what children already know:</p> 	<p>2. Develop practitioners' understanding of how children learn mathematics</p> 	<p>3. Dedicate time for children to learn mathematics and integrate mathematics throughout the curriculum</p>	<p>4. Use high quality targeted support to help all children learn mathematics</p> 	<p>5. Use manipulatives and representations to develop understanding</p> 
<p>It is important to assess what children do, and do not know in order to extend learning for all children. Information collected should be used to inform next steps for teaching. Developmental progressions can be useful in informing decisions around what a child should learn next. A variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know in a variety of contexts.</p>	<p>Professional development is used to raise the quality of practitioners' knowledge of mathematics. Federation and policy procedure which show developmental progressions will be followed by all practitioners.' The development of self-regulation and metacognitive skills are linked to mathematical learning. Carefully listening to children's responses and considering the right questions to ask to reveal understanding</p>	<p>Dedicate time to focus on mathematics each day. Explore mathematics through different contexts using skills, fluency, task variation and CPA. Seize chances to reinforce mathematical vocabulary, develop fluent recall of facts, understand procedures and retrieve them in different contexts.</p>	<p>Ensure that there is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. Use manipulatives and representations to develop understanding eg. I know that, I know how, I know when. Use manipulatives and representations to encourage discussion about mathematics. Ensure that children understand the links between the manipulatives and the mathematical ideas they represent. So that the scaffolding can be removed.</p>	<p>Intervention selection should be guided by pupil assessment. Effective interventions are:</p> <ul style="list-style-type: none"> <li>• children with the greatest needs are supported by the most experienced staff</li> <li>• training, support and resources are provided for staff using targeted activities</li> <li>• sessions are regular and over a specified intervention period.</li> <li>• explicit connections are made between targeted support and everyday activities or teaching.</li> </ul>

## What mathematics looks like in the Federation of Nettlestone and Newchurch Primary Schools.



Our children will become fluent mathematicians, which means they will have number sense. There are three elements - efficiency, accuracy and flexibility. Meaning they are taught the specific skill to be able to reason and solve a problem.

### Efficiency

So that children don't get bogged down in too many steps or lose track of the strategy. An efficient strategy is one that the children can carry out easily.

### Accuracy

The skill of careful recording and knowledge of number facts and other important number relationships and double checking of results.

### Flexibility

The knowledge of more than one approach to solve a particular kind of problem (task variation).

